

Maths

Do you think time is the same for us as it is for God?

Number - Multiplication and Division

- Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number - Addition and Subtraction

- Subtract one-digit and two-digit numbers to 20 using 'difference' as finding how many more to make (using concrete objects and pictorial representations).
- Solve problems involving how many more to make.

Sorting and Sequencing

- Recognise and create repeating patterns with numbers, objects and shapes.
- Identify odd and even numbers linked to counting in twos from 0 and 1.
- Sort objects, numbers and shapes to a given criterion and their own.

Statistics

- Present and interpret data in block diagrams using practical equipment.
- Ask and answer simple questions by counting the number of objects in each category.
- Ask and answer questions by comparing categorical data.

Measurement

- Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Measure and begin to record time (hours, minutes, seconds).
- Compare, describe and solve practical problems for time (quicker, slower, earlier, later).
- Compare and describe lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).
- Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence.
- Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).
- Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence.
- Solve practical problems for lengths, heights and masses/weights.

Spelling

- Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.
- Spell words with the /ŋ/sound spelt n before k, e.g. bank, think.
- Divide words into syllables, e.g. pocket.
- Add s and es to words, e.g. thanks, catches.
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.
- Add -er and -est to adjectives where no change is needed to the root word.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.

Year 1

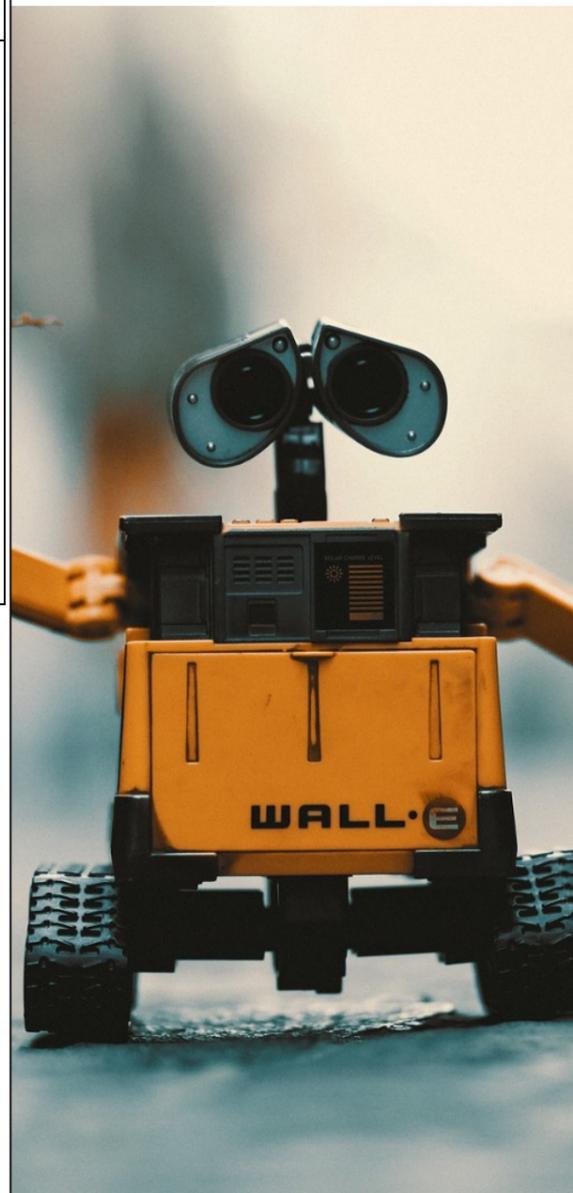
Summer 2 2019

Robots

British Values:

Democracy - Choosing Extra Milers.

Tolerance of others - Class worship discussing God's greatest command to love others.



English

What poems can we find in the Bible?

We will be covering:

Stories with Fantasy Settings - No Bot

Recounts - The School Trip

Poems for Learning by Heart

Key Reading Objectives:

- Read words containing -s, -es, -ing, -ed, -er, -est endings.
- Read more challenging texts using phonics and high frequency word recognition.
- Develop fluency, accuracy and confidence by re-reading books
- Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Use patterns and repetition to support oral retelling.
- Relate texts to own experiences.
- Activate prior knowledge.
- Check that texts make sense while reading and self-correct.
- Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.
- Recite rhymes and poems by heart.
- Introduce and discuss key vocabulary.
- Give opinions and support with reasons.
- Explain clearly their understanding of what is read to them.

Key Writing Objectives

- Say and hold in memory whilst writing, simple sentences which make sense.
- Write simple sentences that can be read by themselves and others.
- Separate words with finger spaces.
- Punctuate simple sentences with capital letters and full stops.
- Use capital letters for names of people, places and days of the week.
- Identify and use question marks and exclamation marks.
- Use simple 'joining words' to link ideas.
- Pluralise nouns - build on using '-s' e.g. dog, dogs, as addressed in previous units, to using -es', e.g. wish, wishes.
- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Sequence ideas/events in order.
- Use formulaic phrases to open and close texts.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Read aloud their writing to adults and peers.
- Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind.
- Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.

Handwriting

- Have clear ascenders ('tall letters') and descenders ('tails').
- Form capital letters correctly.